



## Report of Teacher Assistant Practices in RI School Districts & Related Agencies RI Department of Education - December 2005

### DRAFT - EXECUTIVE SUMMARY

#### **National Research on State Practice Related to Teacher Assistants/Paraprofessionals**

Rhode Island is nationally recognized for its Teacher Assistant (TA) initiative. In 2005, the Education Commission of the States (ECS) published national research findings on an On-Line Interactive Paraprofessional Database that provides information on each state's response to No Child Left Behind (NCLB) requirements and paraprofessional/TA policies. The database is on the ECS Website at [www.ecs.org/](http://www.ecs.org/) (click on Education Issues, Then NCLB, the Paraprofessionals).

ECS research recognizes RI's TA initiative as a leader among states:

- 1 of 5 states that has the same qualifications for ALL instructional TAs
- 1 of 11 states with state level TA PD programs
- 1 of 12 states with TA requirements that exceed basic federal minimums

The report names 11 states that require their instructional TAs to be certified by the state department of education. While the RI Department of Education (RIDE) does not technically certify teacher assistants, the database notes that RIDE ensures that TAs are qualified using a process other than certification:

- Approving pre-employment TA training programs that TAs are required to take
- Requiring employers to ensure TAs meet qualifications
- Having in place monitoring and enforcement procedures for ensuring that employers' personnel policies and procedures comply with teacher assistant qualifications requirements.

#### **RI Research on Teacher Assistant (TA) Qualifications and Assignments and Local TA Policy and Practice**

In Fall 2005, RIDE distributed a Survey of Teacher Assistant (TA) Practices in RI School Districts, Educational Collaboratives, State Operated Programs and Charter Schools. The survey was conducted by Peggy Hayden, Consultant, RI Technical Assistance Project at RIC, who coordinates RI's teacher assistant initiative.

This is an annual survey begun in Fall 2003. Respondents provided information on TA assignments and qualifications and on their respective district/agency policy and practice supports for TAs and the instructional teams with which TAs work. Resulting data are reported here for year 3 (Fall 2005) along with comparative data for years 1 (Fall 2003) and 2 (Fall 2004) that reflect substantial progress in all areas. Data are presented on a statewide rather than individual district basis. This report is also available at [www.ritap.org/ta](http://www.ritap.org/ta) on the "About Us" webpage.

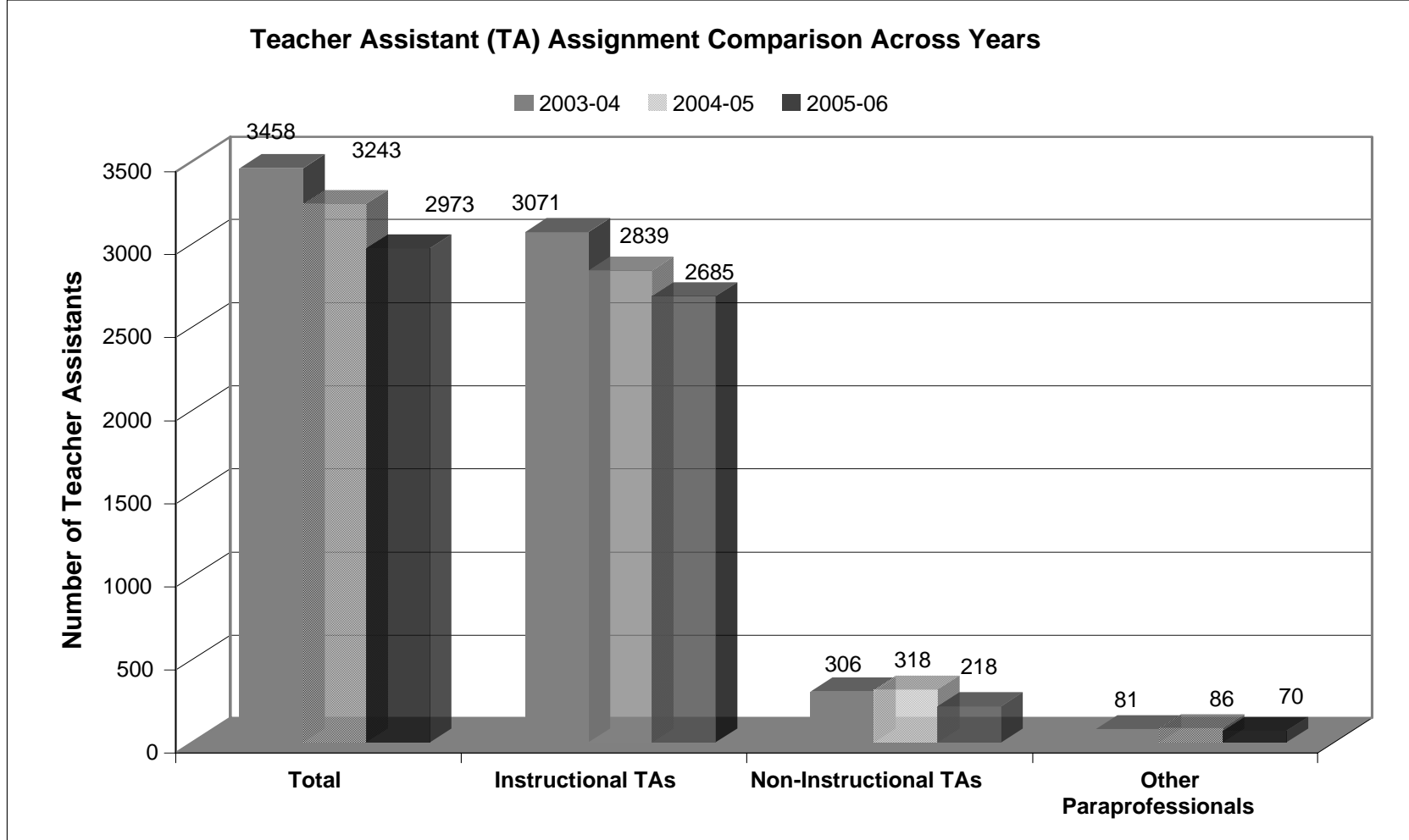
**Respondents:** TA Contacts in ALL Districts, Educational Collaboratives, State Operated Programs and Charter Schools.

**Teacher Assistant (TA) Contacts:** Survey respondents were Teacher Assistant Contacts that RIDE has asked each district, educational collaborative, state operated program and charter school to identify as RIDE's primary communication contact. The most common positions of TA contacts are Director/Assistant Director of Pupil Personnel/Student Services/Director of Special Education; Human Resources Personnel; Director of Administration/Finance/ Business Manager; and Superintendent/Assistant Superintendent.

**Data on TA Assignments** (Percentages Rounded)

<b>TA Assignments in FTEs</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>
Instructional TAs	3,070.6 - 89% of all TAs/paraprofessionals <ul style="list-style-type: none"> <li>• 2148.5 or 70% serve children with disabilities.</li> <li>• Rest in general education, Title I or other roles.</li> </ul>	2,838.6 - 88% of all TAs/paraprofessionals <ul style="list-style-type: none"> <li>• 2124 or 75% serve children with disabilities.</li> <li>• Rest in general education, Title I or other roles.</li> </ul>	2,685.4 – 91% of all TAs/paraprofessionals <ul style="list-style-type: none"> <li>• 2062.5 or 77% serve children with disabilities</li> <li>• Rest in general education, Title 1 or other roles</li> </ul>
Non-Instructional TAs	306 (9% of all TAs/paraprofessionals)	318 (10% of all TAs/paraprofessionals)	218.05 (7% of all TAs/paraprofessionals) – In prior years, Bus Aides and Clerical Aides were included in this category. In 2005, they were not. This appears to be the major reason for the decline.
Other Paraprofessionals, e.g., therapy assistants	81 (2% of all TAs/paraprofessionals)	86.2 (2% of all TAs/paraprofessionals)	69.5 (2% of all TAs/paraprofessionals)
<b>TOTAL</b>	3,457.6 Total TA/Paraprofessional FTE positions	3,242.8 Total TA/Paraprofessional FTE positions	2,972.95 Total TA/Paraprofessional FTE positions*

\* Decline due to reduction in force and no longer reporting Bus Aides and Clerical Aides as teacher assistants.



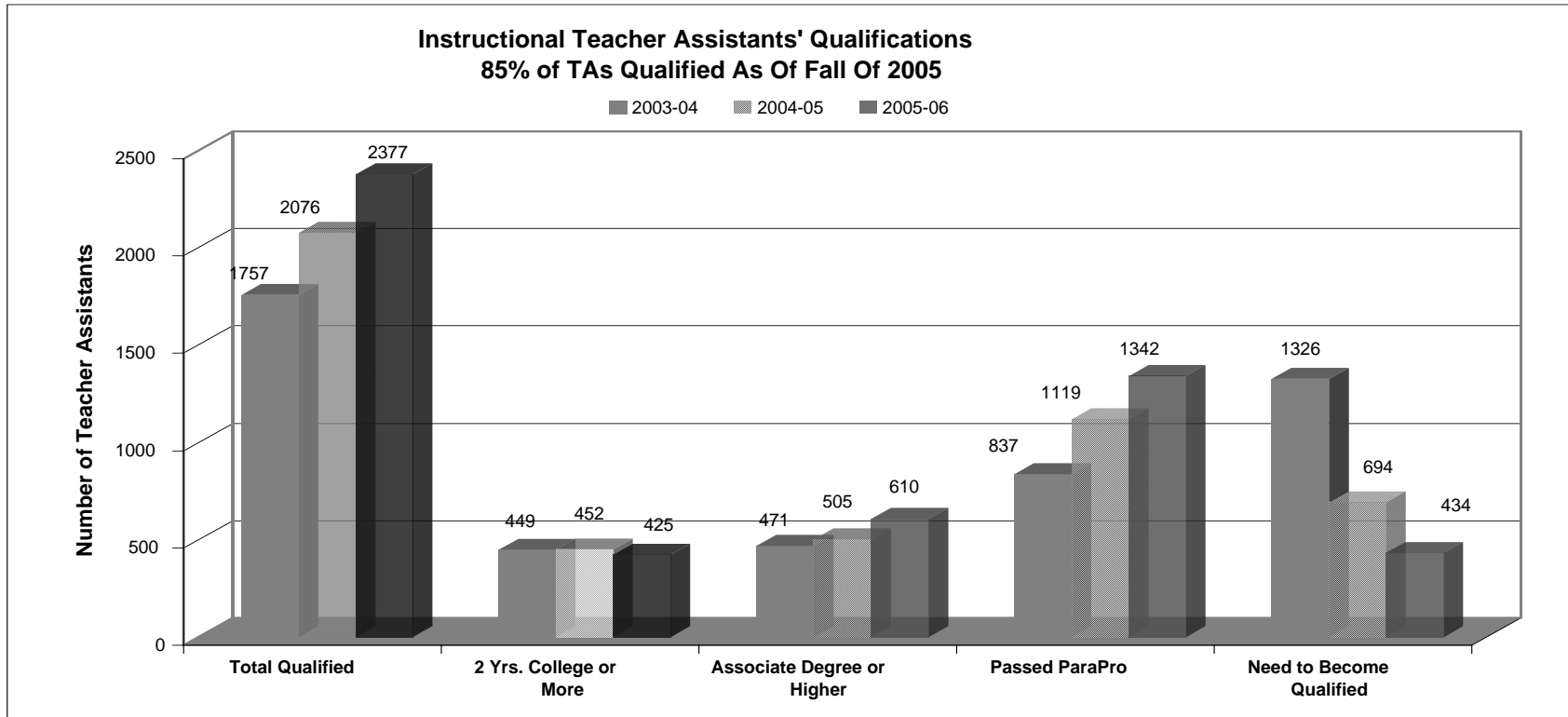
**Data on Instructional TA Qualifications** – These data represent actual people – and not FTEs as reported for TA assignments. As a result, the FTE for TA assignments is less than the actual number of people in these positions. Data on qualifications of non-instructional TAs and other paraprofessionals not requested.

<b>TA Qualifications*</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>
2 years (48 credit hours) or more college**	449	452	425**
Associates degree or higher (including bachelors & masters)**	471	505	610**
Have passed ParaPro Assessment	837	1,119	1,342
<b>TOTAL QUALIFIED</b>	<b>1,757 – 57% Qualified</b>	<b>2,076 – 75% Qualified</b>	<b>2,377 – 85% Qualified***</b>
Still need to meet legally required qualifications by 2006.	1,326 Of these: <ul style="list-style-type: none"> <li>782 (59%) TAs in districts that offer ParaPro training plus Internet-Based ParaPro test in-district or through arrangements with their union.</li> <li>544 (41%) remaining TAs can access ParaPro assessment from another district or collaborative.</li> </ul>	694 Of these: <ul style="list-style-type: none"> <li>332 (48%) TAs in districts that offer ParaPro training plus Internet-Based ParaPro test in-district or through arrangements with their union.</li> <li>362 (52%) remaining TAs can access ParaPro assessment from another district or collaborative.</li> </ul>	434 Districts have a variety of strategies in place to ensure all of their TAs are qualified by 2006 – many strategies often including collaboration with their respective unions. Strategies include: thorough review of TA qualifications and documentation; notifying TAs of these qualifications, timelines and consequences of not being qualified by the deadline; provision of training, tutoring, study groups, study materials, etc.; support in taking the ParaPro, e.g., providing in district or through arrangements with another testing source, covering the cost of test administration ( <i>State law requires, “The employer shall pay for up to two (2) test administration fees for all teacher assistants hired prior to July 1, 2003.”</i> )

\* This is a partial listing of TA qualifications. A complete listing of the qualifications appears in the full report.

\*\*Two districts require all of their instructional TAs to have 2 years+ of college or an associates degree or higher. In 2003-04 and 2004-05, these two districts reported all of their TAs as a combined grouping under 2 years+ of college. In 2005-06, one of these districts broke the data out into these 2 sets of qualifications and, in fact, most of their TAs hold associates degree or higher.

\*\*\* As noted on the graphic below, RI is making real progress in the number of qualified TAs. Both TAs and districts/programs who support them are to be congratulated. The following report all of their TAs are now qualified: LEAs - Foster, Narragansett, New Shoreham, North Providence, Warwick, and West Warwick; Collaboratives – East Bay, SORICO, West Bay; State Operated Programs – Metropolitan Regional Career & Technical Centers, William M. Davies Jr., Career & Technical High School, RI Department of Corrections, and RI Training School; Charter Schools - Compass, International Charter School, Kingston Hill Academy, Paul Cuffee Charter School, Textron Chamber of Commerce Academy, TIMES2Academy. 12 districts, 1 State Operated Program, and 1 Charter School have 5 or less TAs still needing to meet qualifications.



**Policy and Practice Supports for TAs and the Instructional Teams with Which TAs Work** – The survey asks for information on local TA related policy and practice organized into broad categories as listed below. In the first year of the survey (2003-04), these categories appeared as open-ended questions. 2003 survey responses, RIDE Guidelines and best practice research were used in 2004-05 to establish a variety of policies and practices that respondents could check along with “other”. This same format was used in 2005-06 so that 2004-05 and 2005-06 could be compared.

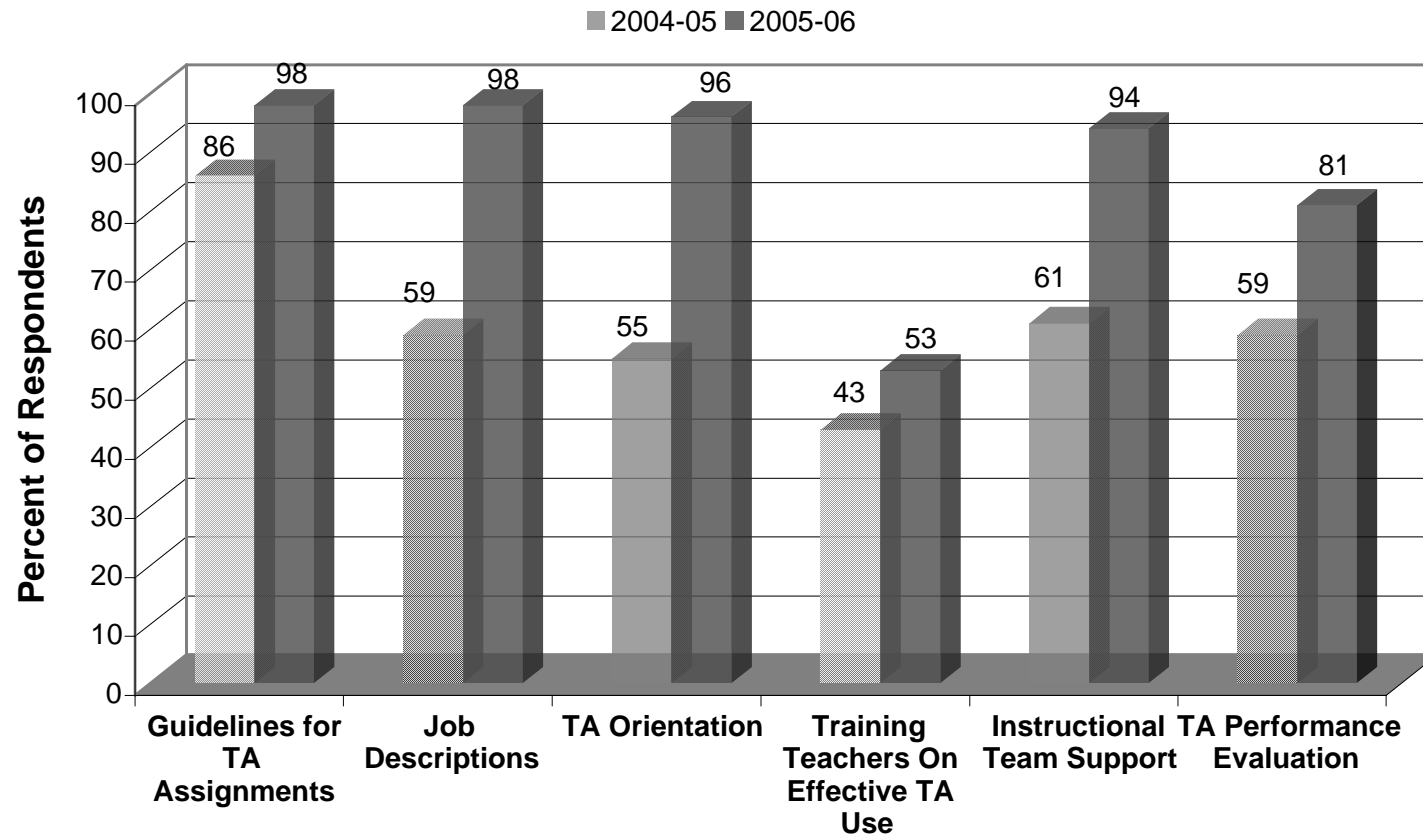
The following provides summary data across the broad policy and practice categories. Data are reported here for 2004-05 and 2005-06 only given it was not possible to compare these data with 2003-04 data due to survey design. Over these two years, data show an increase in every category related to the establishment of TA related policy and practice. The full report that follows includes comprehensive findings on all policies and practice items under each category.

**Key For Chart:**

- LEA – Local Education Agencies/School Districts – 36 of 36 responded each year.
- Collab – Educational Collaboratives – 4 of 4 responded each year.
- SOP – State Operated Programs – 5 of 5 responded each year.
- Charter – Charter Schools - 10 of 10 responded each year (3 of whom have no TAs in 2005-06; 4 had no TAs in 2004-05).

TA Policy and Practice Categories	2004-05 Total 51	2005-06 Total/52	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
<u>Guidelines For TA Assignment:</u> Have local guidelines for deciding when a TA is needed for a child or class	44 (86%)	51 (98%)	33 (92%)	36 (100%)	4 (100%)	4 (100%)	4 (80%)	5 (100%)	3 (50%)	6 (86%)
<u>Job Descriptions:</u> Have TA job descriptions of some type	30 (59%)	51 (98%)	20 (56%)	36 (100%)	3 (75%)	4 (100%)	3 (60%)	5 (100%)	4 (67%)	6 (86%)
<u>TA Orientation:</u> Use some type of process for orientating TAs in new assignments	28 (55%)	50 (96%)	16 (44%)	34 (94%)	3 (75%)	4 (100%)	4 (80%)	5 (100%)	5 (83%)	7 (100%)
<u>Training Teachers On Effective TA Use:</u> Have training/other strategies to help teachers know how to work effectively with TAs including teachers' providing adequate supervision and support to TAs in implementing instruction under their direction.	22 (43%)	28 (53%)	12 (33%)	17 (47%)	3 (75%)	3 (75%)	3 (60%)	4 (80%)	4 (67%)	4 (67%)
<u>Instructional Team Supports:</u> Have strategies to support teachers and TAs in working as instructional teams (including provisions for planning time and ongoing communication)	31 (61%)	49 (94%)	21 (58%)	34 (94%)	2 (50%)	3 (75%)	3 (60%)	5 (100%)	5 (83%)	7 (100%)
<u>TA Performance Evaluation:</u> Have some type of process to evaluate TAs in a way that supports their professional growth	30 (59%)	42 (81%)	17 (47%)	27 (75%)	3 (75%)	4 (100%)	5 (100%)	5 (100%)	5 (83%)	6 (86%)

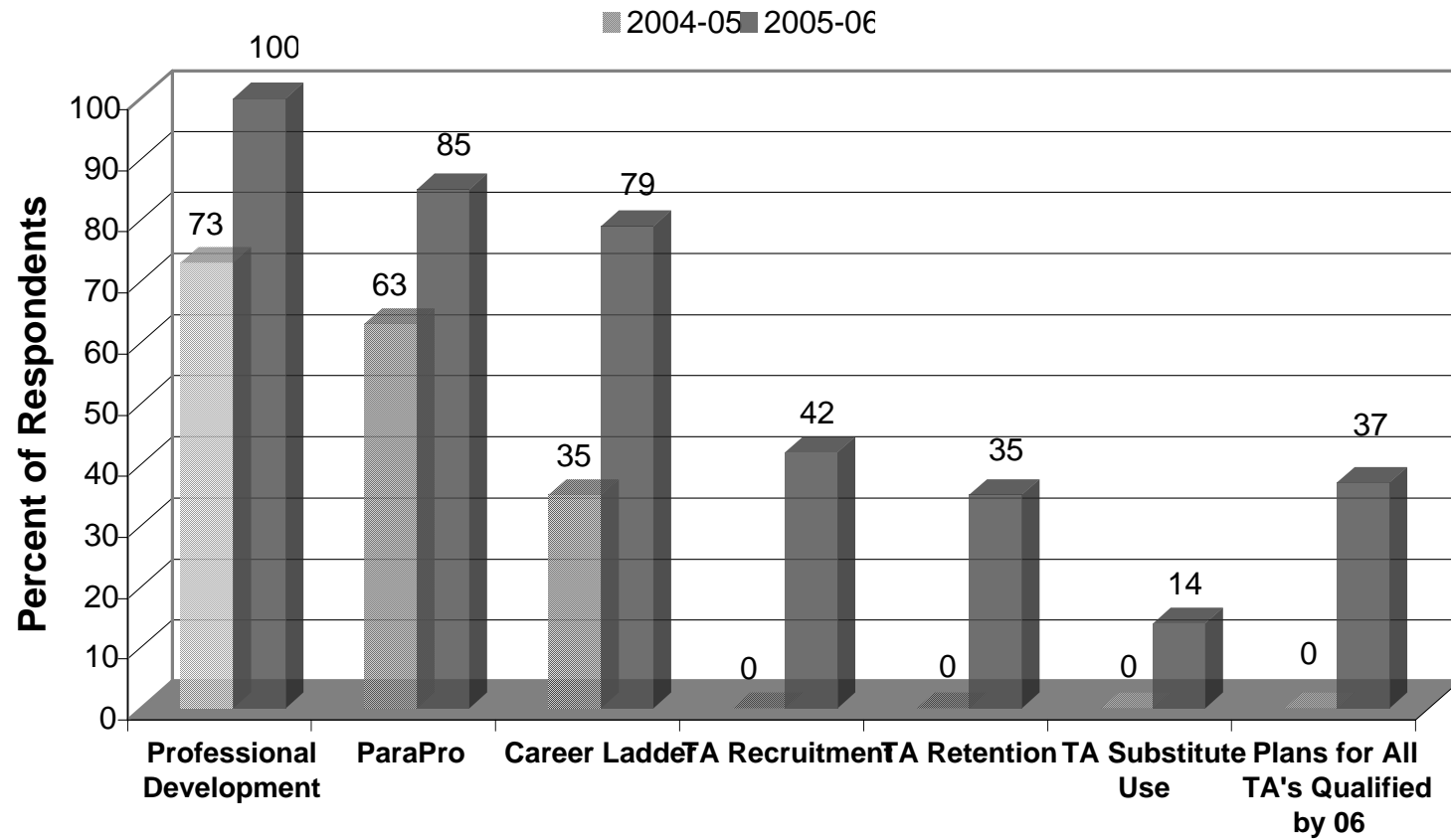
**Teacher Assistant (TA ) Policy and Prctice by Category for All Responda  
Items 1 - 6**



TA Policy and Practice Categories	2004-05 Total 51	2005-06 Total/52	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
<u>Professional Development</u> : Have some type of professional development supports available for TAs	37 (73%)	52 (100%)	26 (72%)	36 (100%)	3 (75%)	4 (100%)	4 (80%)	5 (100%)	4 (67%)	7 (100%)
<u>ParaPro</u> : Provide some type of supports for TAs related to the ParaPro Assessment	32 (63%)	44 (85%)	26 (72%)	33 (92%)	2 (50%)	2 (50%)	1 (20%)	4 (80%)	3 (50%)	5 (71%)
<u>Career Ladder</u> : Have some type of career ladder or related supports for TAs	18 (35%)	41 (79%)	12 (33%)	28 (78%)	2 (50%)	3 (75%)	2 (40%)	4 (80%)	2 (67%)	6 (86%)
<u>TA Recruitment</u> : Have effective strategies for recruiting qualified TAs.	NA in 2004-05	22 (42%)	NA in 2004-05	13 ( 36%)	NA in 2004-05	3 (75%)	NA in 2004-05	2 (40%)	NA in 2004-05	4 (57%)
<u>TA Retention</u> : Have effective strategies for retaining qualified TAs.	NA in 2004-05	18 (35%)	NA in 2004-05	10 ( 28%)	NA in 2004-05	3 (75%)	NA in 2004-05	1 (20%)	NA in 2004-05	4 (57%)
<u>TA Substitute Use</u> : Have effective strategies for finding qualified substitute TAs. ( <i>RIGL 16-11.2-6 requires that substitute TAs who substitute as a TA for more than twenty (20) days during any school year meet all pre-employment TA qualifications.</i> )	NA in 2004-05	7 (14%)	NA in 2004-05	5 ( 14%)	NA in 2004-05	1 (25%)	NA in 2004-05	1 (20%)	NA in 2004-05	0 (0%)
<u>Plans For All Instructional TAs Qualified By 2006</u> : All TAs are qualified now or have effective strategies to ensure all qualified by deadline.	NA in 2004-05	37 (71%)	NA in 2004-05	23 ( 64%)	NA in 2004-05	3 (75%)	NA in 2004-05	5 (100%)	NA in 2004-05	6 (86%)



### Teacher Assistants (TA) Policy and Practice by Category for All Re Items 7 - 13



<b>FULL REPORT</b>
--------------------

## Overview

In Fall 2005, the RI Department of Education distributed a Survey of Teacher Assistant (TA) Practices in RI School Districts, Educational Collaboratives, State Operated Programs and Charter Schools. The survey was conducted by Peggy Hayden, RI Technical Assistance Project at RIC, who coordinates RI's teacher assistant initiative.

This is an annual survey begun in Fall 2003. Respondents provided information on TA assignments and qualifications and on their respective district/agency policy and practice supports for TAs and the instructional teams with which TAs work. Resulting data are reported here for year 3 (Fall 2005) along with comparative data for years 1 (Fall 2003) and 2 (Fall 2004) that reflect substantial progress in all areas. Data are presented on a statewide rather than individual district basis. This report is also available at [www.ritap.org/ta](http://www.ritap.org/ta) on the "About Us" webpage.

## Agencies Responding

- LEAs (Local Education Agencies)/School Districts: 36 out of 36. Barrington, Bristol Warren, Burrillville, Central Falls, Chariho, Coventry, Cranston, Cumberland, East Greenwich, East Providence, Exeter-West Greenwich, Foster, Foster-Glocester, Glocester, Jamestown, Johnston, Lincoln, Little Compton, Middletown, Narragansett, New Shoreham, Newport, North Kingstown, North Providence, North Smithfield, Pawtucket, Portsmouth (includes data on Newport Regional Special Education Program), Providence, Scituate, Smithfield, South Kingstown, Tiverton, Warwick, West Warwick, Westerly, and Woonsocket
- Educational Collaboratives: 4 out of 4 educational collaboratives responded: Northern RI Collaborative, Southern RI Collaborative, East Bay Collaborative, and West Bay Collaborative.
- State Operated Programs: 5 out of 5 State Operated Programs responded: Metropolitan Regional Career & Technical Centers, William M. Davies Jr., Career & Technical High School, RI Department of Corrections, RI School for the Deaf, RI Training School
- Charter Schools: 10 out of 10. Beacon Charter High School, Blackstone Academy, New England Laborers/Cranston Public Schools and reported no TAs and thus no additional information was recorded for these schools in this report. Seven (7) Charter Schools reported TAs and relevant data recorded in this survey include: Compass, CVS Highlander, International Charter School, Kingston Hill Academy, Paul Cuffee Charter School, Textron Chamber of Commerce Academy, TIMES2Academy.

## Type Of Respondents

Survey respondents were Teacher Assistant Contacts that RIDE has asked each district, educational collaborative, state operated program and charter school to identify. The Teacher Assistant Contact is RIDE's primary communication contact. In many instances, RIDE requests that the Teacher Assistant Contact copy and share information with Teacher Assistants and related district personnel, e.g., quarterly Teacher Assistant Newsletter, workshop registrations, etc. The staff/position assigned as Teacher Assistant Contact varies.

<b>Job Title</b>	<b>#</b>
Director or Asst. Director of Pupil Personnel or Pupil or Student Services/Dir. of Special Education	12
Director or Asst. Director of Human Resources (HR); HR TA Specialist; HR Secretary	10
Superintendent/Asst. or Deputy Superintendent	3
Asst. Director of Administration and Finance; Director of Administration and Finance; Business Manager	4
Asst. Director, Northwest Special Education Collaborative	2
Curriculum Director	1
Principal/Facilitator	3
Paraprofessional Union Representative	1
Educational Collaborative Representatives	4
State Operated Program Representatives	5
Charter School Representatives	10

### **Report of Survey Response**

**Data on TA Assignment and Qualifications** - In 2003-04, the RI Department of Education (RIDE) began the annual collection of data on Teacher Assistant Assignments and Qualifications. RIDE repeated the survey process in 2004-05 and again in 2005-06. Data were collected on the following type of TA assignments defined as follows:

- Instructional Teacher Assistants
- Non-Instructional Teacher Assistants
- Other Paraprofessionals

A summary comparing 2003-04, 2004-05 and 2005-06 data appears in the Executive Summary at the beginning of this report. Provided here are data for 2005-06 for 3 classifications of teacher assistants (Instructional Teacher Assistants, Non- Instructional Teacher Assistants and Other Paraprofessionals) with further breakdown related to specific assignments.

#### **Key For Charts That Follow:**

- LEA – Local Education Agencies/School Districts – 36 of 36 responded each year.
- Collab – Educational Collaboratives – 4 of 4 responded each year.
- SOP – State Operated Programs – 5 of 5 responded each year.
- Charter – Charter Schools - 10 of 10 responded each year (3 had no TAs in 2005-06; 4 had no TAs in 2004-05).

<b>Instructional Teacher Assistants 2005-06</b>
---

**Definition:** Employed to provide instructional or other direct services related to the school's curriculum to students (and/or their parents/legal guardian) under the supervision and direction of the classroom teacher or other appropriately certified professional staff. This includes those who (1) provide one-on-one instructional reinforcement (referred to as "tutoring" in Title I programs) if such is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as by organizing instructional materials, (3) provide instructional assistance in a computer laboratory, (4) provide instructional support in a library or media center, (5) provide instructional assistance along with acting as a translator, or (6) provide instructional support services under the direct supervision of a highly qualified teacher. Because teacher assistants provide instructional support, they should not be providing planned direct instruction, or introducing to students new skills, concepts, or academic content.

**Qualifications:** Instructional TAs must

1. Be of good character,
2. Have a high school diploma OR general equivalency
3. Must have completed a RIDE approved TA Training Program IF hired AFTER Jan. 1, 1999. 3 Exceptions to this particular qualification: (A) TAs hired before Jan. 1, 1999 do not need to meet this qualification OR (B) Certification as a TA in another state, OR (C) Hold an associate's degree or bachelor's degree and have completed coursework or other training that covers the knowledge and skills needed for entry level instructional TAs as articulated in RIDE TA Standards. That is, the law does not specify the degree has to be in education or a related field...BUT training needs to have covered the Standards regarding TA knowledge and skills.
4. Must meet one of the following 3 requirements: For TAs hired AFTER Jan. 8, 2002, they must meet these requirements at the time of employment. For TAs hired PRIOR to Jan. 8, 2002, have until Jan. 8, 2006 to meet ONE of the following requirements.
  - a. Completed at least 2 years of study at an institution of higher education. OR
  - b. Obtained an associate's or higher degree. OR
  - c. Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment: knowledge and ability to assist in instructing, reading, writing, and mathematics; OR reading, writing, and mathematics readiness. (The ParaPro is the state recognized assessment.)

**Data on Type of Assignment:** Please identify the number of FTE TAs in the following assignments in your district.

<b>Instructional TAs</b>	<b>LEA</b>	<b>Collab</b>	<b>SOP</b>	<b>Charter</b>	<b>TOTAL</b>
General Classroom TA	362	0	1	.75	363.75
TA for Title I Students	198	0	2.4	.75	201.15
Title I Targeted Assistance School TA	15	0	9	0	24
TA for students with mild or moderate disabilities	623	0	1	2	626
TA for students with severe or profound mental retardation or multiple disabilities	190	50	2	0	242
TA for students with disabilities served in inclusive settings	663.5	0	1	4.5	669
One:One TA for students with disabilities (NOT including Personal Care Attendants)	347.5	11	0	1	359.5
TA for students with behaviors that interfere with learning and/or relationships	111	37	1	0	149
TA assisting with community-based instruction	9.5	0	0	0	9.5
TA who works placement program for children with disabilities at senior high level when half of class is on work placement	6.5	1	0	0	7.5
TA assisting in Instruction in Career and Technical Schools	29	1	4	0	34
<b>TOTAL</b>	<b>2555</b>	<b>100</b>	<b>21.4</b>	<b>9</b>	<b>2685.4</b>

**Note:** Several districts report many TAs in self-contained settings go into general education classrooms with their students part of the day.

Instructional TAs (ITAs) Qualifications - In addition to meeting requirements of having a high school degree/GED for all TAs & completion of a RIDE Approved TA Training Program for TAs hired after January 1, 1999, what is the **number of people (not FTEs)** employed as instructional TAs that currently meet federal and state qualifications based on having one of the following qualifications. Because data represent actual people – and not FTEs as reported for TA assignments, the FTEs for TA assignments is less than the number of people in these positions.

	LEAs			Collaboratives			State Operated Prog			Charter Schools			Total		
Instructional TA Qualifications	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05***	2005-06
2 years (48 credit hours) of college*	427	438*	393	6	4	4	10	5	12	6	5	16	449	452	425
Associates degree or higher*	432	434*	542	29	33	36	3	22	19	7	16	13	471	505	610
Passed ParaPro	814	1087	1289	13	27	42	3	3	5	7	2	6	837	1119	1342
Still need to meet qualifications by Jan. 8, 2006	1283	647	423	32	38	8	3	3	2	8	6	1	1326	694	434
													1757 of 3083 (57%) qualified	2076 of 2770 (75%) qualified	2377** of 2811 (85%) qualified
<i>If TAs meet qualifications via college courses or degrees, do you require these be in: (asked only in 2004-05 &amp; 2005-06)</i>															
Education	NA	5	8	NA	0	1	NA	0	1	NA	0	1	NA	5	11
A field related to TA's assignment	NA	2	6	NA	1	2	NA	1	1	NA	1	2	NA	5	11
Any area	NA	21	27	NA	3	1	NA	3	2	NA	3	2	NA	30	32

\*Two districts require all of their instructional TAs to have 2 years+ of college or an associates degree or higher. In 2003-04 and 2004-05, these two districts reported all of their TAs as a combined grouping under 2 years+ of college. In 2005-06, one of these districts broke the data out into these 2 sets of qualifications and, in fact, most of their TAs hold associates degree or higher.

\*\*RI is making real progress in the number of TAs who are qualified. Part of this progress is due to reduction in force. But the major reason is due to TAs becoming qualified. Both TAs and districts/programs who support them are to be congratulated. The following report all of their TAs are now qualified: LEAs - Foster, Narragansett, New Shoreham, North Providence, Warwick, and West Warwick; Collaboratives – East Bay, SORICO, West Bay; State Operated Programs – Metropolitan Regional Career & Technical Centers, William M. Davies Jr., Career & Technical High School, RI Department of Corrections, and RI Training School; Charter Schools - Compass, International Charter School, Kingston Hill Academy, Paul Cuffee Charter School, Textron Chamber of Commerce Academy, TIMES2Academy. 12 districts, 1 State Operated Program, and 1 Charter School have 5 or less TAs still needing to meet

<b>Non-Instructional Teacher Assistants 2005-06</b>
---

**Definition:** Employed primarily as translators, solely involved in parental involvement activities, solely in non-instructional roles, e.g., cafeteria or playground supervision, personal care services, non-instructional computer assistance or other non-instructional direct services to students (and/or their parents/legal guardian) under the supervision and direction of the classroom teacher or other appropriately certified professional staff

**Qualifications:** Non-Instructional TAs must:

1. Be of good character,
2. Have a high school diploma OR general equivalency
3. Must have completed a RIDE approved TA Training Program IF hired AFTER Jan. 1, 1999. 3 Exceptions to this particular qualification: (A) TAs hired before Jan. 1, 1999 do not need to meet this qualification OR (B) Certification as a TA in another state, OR (C) Hold an associate's degree or bachelor's degree and have completed coursework or other training that covers the knowledge and skills needed for entry level instructional TAs as articulated in RIDE TA Standards. That is, the law does not specify the degree has to be in education or a related field...BUT training needs to have covered the Standards regarding TA knowledge and skills.
4. Individuals serving as translators to enhance the participation of limited English proficient students must also be proficient in English and a language other than English.

**Data on Type of Assignment:** Please identify the number of FTE TAs in the following assignments in your district.

<b>Non-Instructional TAs (please specify type)</b>	<b>LEA</b>	<b>Collab</b>	<b>SOP</b>	<b>Charter</b>	<b>TOTAL</b>
Primarily as translators (not providing instruction)	8.25	0	0	0	8.25
Solely involved in parental involvement activities	3	0	0	0	3
Building/general teacher assistants, e.g., provide students with non-instructional direct services or supervision in settings such as the playground, cafeteria, hallway, etc.	115.5	0	8	.3	123.8
Personal Care Attendants	50	2	0	0	52
Non-instructional media assistance, e.g., in computer labs or libraries	29.4	0	1.6	0	31
<b>TOTAL</b>	<b>206.15</b>	<b>2</b>	<b>9.6</b>	<b>.3</b>	<b>218.05</b>

Non-Instructional TAs do NOT include:

- Bus monitors, because they do not work under the supervision and direction of the classroom teacher or other appropriately certified professional staff
- Persons whose role is solely clerical and does not include direct non-instructional services to students.

<b>Other Paraprofessionals 2005-06</b>
--

**Definition:** Paraprofessionals other than instructional and non-instructional TAs.

**Qualifications:** RIDE recognizes qualifications established by other state agencies for paraprofessionals other than TAs. The TA website at <http://www.ritap.org/ta> has a link to the RI Department of Health (DOH) website to access qualifications and related requirements for: Nursing assistant, Occupational therapy (OT) assistant, OT aide, Physical therapy (PT) assistant, and Speech language support personnel. It also has a link to the Dept. of Human Services (DHS) website at <http://www.dhs.state.ri.us/> to the Medicaid Direct Services Guidebook for Local Education Agencies that addresses: (1) PT including services provided by a PT assistant under the supervision of a licensed PT, (2) OT including services provided by a certified OT assistant (COTA) under the supervision of a licensed OT, and (3) Speech and Language Pathology including Individual Speech Hearing and Language Program and Speech Hearing and Language Program/Group (small group) therapy that may be provided by an appropriately credentialed paraprofessional working under the supervision of a Speech-Language Pathologist certified by RIDE or a Speech-Language Pathologist licensed by the DOH.

**Data on Type of Assignment:** Please identify the number of FTE Paraprofessionals in the following assignments in your district.

<b>Other Paraprofessionals (please specify type)</b>	<b>LEA</b>	<b>Collab</b>	<b>SOP</b>	<b>Charter</b>	<b>TOTAL</b>
Nursing assistant	37	0	0	0	37
Occupational therapy assistant	16.4	0	0	.1	16.5
Occupational therapy aide	4	0	0	0	4
Physical therapy assistant	6	0	0	0	6
Speech language support personnel	2.5	1	2.5	0	6
<b>TOTAL</b>	65.9	1	2.5	.1	69.5



### **Policy and Practice Supports for Teacher Assistants And the Instructional Teams with Which Teacher Assistants Work**

These data are responses to survey questions related to Teacher Assistant (TA) policy and practice. Survey questions ask for information on local TA related policy and practice organized into broad categories:

- Guidelines For TA Assignment
- Job Descriptions
- TA Orientation
- Training Teachers On Effective TA Use
- Instructional Team Supports
- TA Performance Evaluation
- Professional Development
- ParaPro
- Career Ladder
- TA Recruitment, Retention and Substitute Use
- Plans For Ensuring All Instructional TAs Are Qualified By 2006

In the first year of the survey (2003-04), open-ended questions were asked in relationship to the broad categories. Responses to the 2003-04 open-ended questions, RIDE Guidelines and best practice research were then used in 2004-05 to establish a variety of policies and practices items that respondents could check along with “other”. This same format was used in 2005-06 so that 2004-05 and 2005-06 could be compared to ascertain the degree to which local TA policy and practice infrastructures are being established and enhanced.

For each question, respondents were asked to check items all that applied. It was not an expectation that respondents check all items in a category. In fact, in some categories, some items were mutually exclusive. In other categories, a respondent might have legitimately checked all items as applicable locally.

#### **KEY FOR CHARTS THAT FOLLOW RELATED TO THE DIFFERENT TYPES OF GROUPS RESPONDING:**

- **LEA** = Local Education Agencies/School Districts
- **Collab** = Educational Collaboratives
- **SOP** = State Operated Programs
- **Charter** = Charter Schools (Note: In 2004-05, 4 of the 10 Charter Schools had no TAs and thus did not answer these questions. In 2005-06, 3 out of 10 Charter Schools had no TAs and thus did not answer the questions).

Data are reported for the various types of groups responding. The number beside each group type indicates the total number of respondents in that group.

**GUIDELINES FOR TA ASSIGNMENT:** Do you have local guidelines that you use in deciding when a TA is needed for a child or class?

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
Based on state regulations for special education	28	30	3	4	1	2	2	3
Determined through the IEP	33	33	4	3	4	3	3	2
Certain TA assignments require training specific to that assignment to ensure TA can meet the needs of students with whom he/she works	23	28	1	1	3		3	4
Based on review of individual class and/or student needs, use a variety of assignment options such as those identified in Effective Use of TAs: A Module for Policy and Practice Development available at <a href="http://www.ritap.org/ta">www.ritap.org/ta</a> on the Resources webpage.	10	156	1	2	3	4	3	3
Have a probation/trial period of __ (insert time period) for TAs in new assignments. <u>Comment 2005:</u> LEAs Five 6 months; Four 90 days/3 months; Two 60 days; Two 30 days/1 month; One 120 days; One a range from 30 to 60 days; One 1 month; One 1 year; <b>Collab</b> One 90 days; One 45 days; One 6 months.	16	16	4	4				
Have local guidelines based on "Considerations for Assigning Teacher Assistants" cited in the Effective Use of TAs: A Module for Policy and Practice Development.	2	3	1	1			2	2
Use a decision-making model for natural supports and/or supplementary aides or services such as one identified in Effective Use of TAs: A Module for Policy and Practice Development.	5	3	1	2	2	2	3	2
Other/Comment 2005: 1 LEA uses TAs in Kindergarten, Grade 1 and ESL self-contained.	4	1			1		1	
<b>TOTAL Reporting 1 or more policies or practices from the items above</b>	33 (92%)	36 (100%)	4 (100%)	4 (100%)	4 (80%)	5 (100%)	3 (50%)	6 (86%)

**JOB DESCRIPTIONS:** Do you have job descriptions for TAs?

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
Have one generic job description applicable to all TAs.	20	18	3	3	3	3	4	5
Have multiple (___ insert #) job descriptions for different positions <u>Comment 2005: LEAs</u> Three have five; Four have two; Three have three; Two have four; One has 6; One has eight; One has nine; One has 17; One has 21; One has 25. <u>Collab</u> One has four; One has two.	14	21	1	2	1	2	1	
Have performance-based job descriptions.	9	7	1	2				2
Job descriptions align with RIDE Standards for TA knowledge and skills, RIDE Guidelines for specific positions (Speech/Language, English as a Second Language, and Behavior), and RIDE Guidelines for Supervision, Guidelines for Instructional Teams, Supervision and Performance Evaluation.	10	4	2	2	1	2		
Use job description strategies/resources cited in the Effective Use of Teacher Assistants: A Module for Policy and Practice Development.	3	2	1	1	1	1		1
Other/Comment 2005 report: <u>LEA</u> Besides four generic job descriptions, one LEA has a job description written for every individual child and/or specific type of class. Each job description lists the type of student(s) TA will be working with and responsibilities of the position. These job descriptions are kept in the HR office and are made available when new and old positions are posted for TAs to bid on.		2				1		
<b>TOTAL Reporting 1 or more policies or practices from the items above</b>	20 (56%)	36 (100%)	3 (75%)	4 (100%)	3 (60%)	5 (100%)	4 (67%)	6 (86%)

**TA ORIENTATION:** Do you have a routine process for orientation of TAs in new assignments?

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
Have general all new staff orientation to the district.	16	18	2	1	4	3	4	4
Have general all new staff orientation to school to which TA assigned.	7	9	2	4	4	2	2	3
Have a specific TA orientation to the district.	4	7			1	1	2	1
Have a specific TA orientation to the school to which they are assigned.	7	9	2	2	2	3	1	3
Have a generic staff handbook.	7	10	1	2	4	4	3	3
Have staff handbook with information specific to particular staff/roles including information specific to TAs.	3	5	2	1				1
Have a TA handbook.	3	6	1	2		1		
Orient newly hired TAs via training specific to the position.	15	21	3	3	2	3	1	1
Have newly hired TAs shadow an experienced TA.	7	8	1	1			1	2
Assign another TA to serve as buddy/mentor to help orient new TA.	4	5	1	1	1	2	1	
TA's immediate supervisor (usually teacher) provides job specific orientation pursuant to RIDE Guidelines. This includes having the TA's immediate supervisor/teacher review with the TA each student's strengths and challenges; introduce staff; review school policies and procedures; review respective teacher/TA roles and responsibilities; discuss teacher/TA work styles and skills to develop a team approach that maximizes the strengths and preferences of both; and identify job-specific duties that build on the TA's job description.	15	15	3	3	4	4	5	3
Other/Comment 2005: <b>LEAs</b> One LEA includes TAs in student-specific training based on IEPs and at the recommendation of consultants; One has building level handbooks.	4	2			2			1
<b>TOTAL Reporting 1 or more policies or practices from the items above</b>	16 (44%)	34 (94%)	3 (75%)	4 (100%)	4 (80%)	5 (100%)	5 (83%)	7 (100%)

**TRAINING TEACHERS ON EFFECTIVE TA USE:** Do you have training or other strategies to help teachers know how to work effectively with TAs including teachers' providing TAs with adequate supervision/support in implementing instruction under their direction?

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
Provide training to teachers on this topic.	10	13	2	2	2	2	1	1
Use routine meetings with teachers to discuss various issues, including effective TA use.	20	18	3	3	3	4	4	6
Use strategies cited in the Effective Use of Teacher Assistants: A Module for Policy and Practice Development.	3	4	2	2			1	1
Have used or plan to access RIDE sponsored Training For Teachers on Effective TA Use that is free for districts and that can be tailored to meet district needs.	12	6	2	1	2	4	2	2
Other/Comment 2005: <b>LEAs</b> At this time all teachers working with TAs are experienced and comfortable with their teaming. <b>SOP</b> TA's participate as voting members in team deliberations	1	1		1				1
<b>TOTAL Reporting 1 or more policies or practices from the items above (excluding one item "Use routine meetings with teachers to discuss various issues, including effective TA use".)</b>	12 (33%)	17 (47%)	3 (75%)	3 (75%)	3 (60%)	4 (80%)	4 (67%)	4 (67%)

**INSTRUCTIONAL TEAM SUPPORTS:** Do you have strategies to support teachers and TAs in working as instructional teams (including provisions for planning time and ongoing communication)?

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
Have dedicated teacher/TA planning time (Indicate how much and how often <u>Comment 2005: LEAs</u> Seven have dedicated Teacher/TA planning time, e.g., Daily; Before and after school; 30-40 minutes daily; Varies with teacher; 45 minutes two or three times a week	6	7	2	1	2	3	2	3
TAs attend IEP meetings.	21	22	1	1	3	2	2	4
TAs attend Grade Level meetings.	12	11	1	2	1	3	5	6
Encourage teachers and TAs to attend training together – as a team.	18	20	2	3	2	1	2	5
Have forms and/or teacher/TA notebook to facilitate ongoing communication.	4	6			1			1
Use team support strategies cited in the Effective Use of Teacher Assistants: A Module for Policy and Practice Development.	3	4	1	1	1			
Other	1					1	1	
<b>TOTAL Reporting 1 or more policies or practices from the items above</b>	21 (58%)	34 (94%)	2 (50%)	3 (75%)	3 (60%)	5 (100%)	5 (83%)	7 (100%)

**TA PERFORMANCE EVALUATION:** Do you have a process to evaluate TAs in a way that supports their professional growth?

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
Evaluate TAs on a schedule of __ (e.g., annually, etc.) <u>Comment 2005:</u> <b>LEAs</b> Fourteen Annually; One LEA every two Years; One yearly for first two years and then every other year; One Bi-annually. <b>Collab</b> Two annual and one 4 times a year. <b>SOP</b> One biannually <b>Charter:</b> One annually	17	19	3	3	5	2	4	3
Evaluations are performance-based, linked to TA job descriptions.	11	17	3	3	2	2	2	3
Evaluations are linked to professional development goals and/or plans.	2	6	3	3	4	2	4	4
Evaluation is conducted by an administrator.	15	21	2	2		4	5	6
Evaluation is conducted by the teacher to which the TA is assigned.	4	3	2	2	2	2	1	2
Evaluation is conducted by an administrator using a process that includes a mechanism for input from the TA's teacher.	10	14	3	3	1	3	3	5
Evaluation is conducted by an administrator using a process that includes a mechanism for the TA to do a self-evaluation/reflection.	2	6	2	2	5	3	3	5
Use performance evaluation strategies cited in the Effective Use of Teacher Assistants: A Module for Policy and Practice Development.	1	1	1	1	2	0	1	1
Other/Comment 2005: <b>LEAs</b> One LEA report there is no formal evaluation, but feedback is provided when needed or requested. One reports none due to present contract language.	5	2						
<b>TOTAL Reporting 1 or more policies or practices from the items above</b>	17 (47%)	27 (75%)	3 (75%)	4 (100%)	5 (100%)	5 (100%)	5 (83%)	6 (86%)

**PROFESSIONAL DEVELOPMENT:** Do you have professional development (PD) supports available for TAs?

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
Make TAs aware that RIGL 16-11.2-3 states, "(a) As a condition of continued employment every person employed as a teacher assistant shall participate in ongoing professional development."	19	32	3	4	3	5	4	5
As required by RIGL 16-11.2-3, district/program "maintain(s) records on teacher assistant's completion of: (1) Training for the work assignment; (2) Continuing education and relevant coursework..."	21	36	2	4	3	5	3	7
Encourage TAs to attend RIDE TA Network sessions offered each October, January, and April	19	28	3	3	3	5	3	6
Encourage TAs to attend RIDE affiliated TA Training related to Students with Speech/Language Impairments	18	23	2	3	2	4	3	5
Encourage TAs to attend RIDE affiliated Training for TAs Working With Students Whose Behaviors Interfere With Learning and/or Relationships	16	25	2	3	2	3	3	4
Provide TA specific training in-district. Please list training provided over previous year. – <u>Comment 2005</u> : Some respondents listed training. See table entitled, "Topics of In-District/Program TA Specific Training – 2005" that immediately follows the table for this item.	18	22	3	3	1	1	2	3
Allow cross-program visitation so TAs can observe other programs.	2	7		1	1		2	2
Encourage TAs to attend appropriate in-district teacher in-service training.	26	24	2	3	3	2	3	5
Fund TAs to attend job-related training out-of-district.	18	19	2	2	1	1	3	3
Provide TAs with ___ (insert #) PD <u>days</u> per year. <u>Comment 2005</u> : <b>LEAs</b> Two have 3 days; Two have 2 days; Two have 1 day; One has 5 days; One has 2.5 days; Three indicated they provided TA's with Professional Development but did not indicate the number of days. <b>Collab</b> : One has 2-3 days per year. <b>SOP</b> One has three days	13	3	1	1	1	1	2	2
Require TAs to complete ___ (insert #) PD <u>hours</u> per year <u>Comment 2005</u> : <b>LEAs</b> One 6 hours; One 8 hours; One 45 hours; One 2 hours	5	1			1		1	1
Keep TAs informed of state/local TA issues and resources via dissemination of electronic and written info.	21	28	3	3	4	4	2	2
Circulate RIDE's quarterly TA Newsletter to TAs and other relevant people.	24	28	2	1	3	4	3	4
Use internet/web-based resources to provide PD to TAs.	6	7	1		1	1		

**PROFESSIONAL DEVELOPMENT** cont'd

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
Use TA training resources on loan at 6 TA libraries across RI at Collaboratives in East Bay (245-4998), Northern RI (658-5790), Southern RI (295-2888), West Bay (941-8353) + RITAP (456-4600), CHILDSPAN (729-0765).	2	5		2			1	1
Other/Comment 2005: LEAs One maintains own district resource library for TAs and their supervisors; One has tuition reimbursement through contract.	3	3						
<b>TOTAL Reporting 1 or more policies or practices from the items above</b>	26 (72%)	36 (100%)	3 (75%)	4 (100%)	4 (80%)	5 (100%)	4 (67%)	7 (100%)

**Topics of In-District/Program TA Specific Training Reported on Survey– 2005**

# Reporting	Topic
24	ParaPro Assessment Preparation – Training on reading, writing and math, both content and the ability to assist in the instruction of students in these areas. Training usually multi-session, often with the availability of study materials, study groups and/or tutors.
8	Non-violent crisis intervention and restraint strategies; differential application of behavioral system
7	Dealing with challenging behavior; How to stop bullying; classroom behavior management techniques; Positive Behavior Supports; Response to DSM V diagnosis; Fundamentals of counseling
6	Autism Spectrum Disorders: Hired the Autism Project of RI to conduct a nine week "Starting Point" course for certified and non-certified staff at no cost to participants; workshop on children with Asperger's Syndrome
4	Reading/Literacy - The effective use of "Word Walls"; aspects of phonemic awareness and classroom application, phonics and word building
3	Overview of special education; legal aspects of special education; how are students deemed eligible for special education
3	Effective use of TAs
2	Working in an inclusive setting
2	Job coaching strategies; Vocational assessments
2	Health issues; First Aid
1	Supporting occupational needs in an inclusive setting
1	Instructional strategies that work-organizing the content and rubrics and graphic organizers, Foundations of effective teaching-effective group management practices, foundations of effective teaching-interactive direct instruction
1	On-site training by TechAccess
1	District procedures
1	Training for bus aides and monitors



**PARAPRO:** Do you have supports re: to the ParaPro Assessment?

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
Offer training to help TAs prepare for the ParaPro.	15	20	1	1				
Provide ParaPro study guides and related materials to help TAs prepare for the ParaPro.	22	19	2	2				
Have organized study groups to help TAs prepare for the ParaPro.	8	9	1	1	1	1		
Have identified people in-district to serve as coaches/tutors for TAs to help them prepare for the ParaPro.	9	10	1	1	1	1		
Disseminate information to TAs on ParaPro issues, e.g., training and testing availability.	26	30	2	2		1	2	2
Offer the Internet-Based Test/IBT ParaPro in-district.	6	10	1	1		1		1
Have arrangements with another district or collaborative to offer the Internet-Based Test/IBT ParaPro to TAs from our district/program.	9	10	1	1			1	
Pay for TAs to take the ParaPro. <i>State law requires, "The employer shall pay for up to two(2) test administration fees for all teacher assistants hired prior to July 1, 2003."</i> – NOTE: Some programs did not check this item because all of their TAs are qualified and this has not been needed.	25	24	2	2			3	2
Have a TA qualifications committee to assist TAs through the process that includes transcript review/approval, supports for testing if needed, etc	1	2						
Other	1							
<b>TOTAL Reporting 1 or more policies or practices from the items above</b>	26 (72%)	33 (92%)	2 (50%)	2 (50%)	1 (20%)	4 (80%)	3 (50%)	5 (71%)

**CAREER LADDER:** Do you have any type of career ladder for TAs?

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
Provide extra pay for TAs based on their educational level <u>Comment 2005: SOP</u> \$500 stipend for Associate degree	6	7	2	2	1	1	2	1
Provide extra pay for TAs based on their years experience	9	15	2	2	2	2	2	3
TAs can take a leave of absence for educational purposes.	12	15	1		1	2		
Fund TAs to take job-related college courses. <u>Comment 2005: Collab:</u> TAs can take a leave of absence to accept another position, e.g., promotion within the district on a trial basis.	7	11	2	1	2		1	2
TAs can take a leave of absence to accept another position, e.g., promotion within the district on a trial basis.	4	7						
If TAs transfer from a TA to a teacher position, thy can take their sick leave with them.	4	6	1		1	1	1	1
Promote from within.	12	13	1	1	2	2	1	2
Other/Comment 2005: <b>LEA</b> Link with Sherlock Center Recruitment Coordinator to assist paraeducators who are interested in becoming teachers	1	1				1		1
<b>TOTAL Reporting 1 or more policies or practices from the items above</b>	12 (33%)	28 (78%)	2 (50%)	3 (75%)	2 (40%)	4 (80%)	2 (67%)	6 (86%)

**TA RECRUITMENT, RETENTION AND SUBSTITUTE USE:** Please describe the status in your district related to the recruitment and retention of qualified teacher assistants. (New question for 2005-06)

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
We have effective strategies for recruiting qualified teacher assistants. <u>Comment 2005: LEAs</u> East Bay Collaborative provides RIDE approved TA training (required pre-employment TA training) to people in one LEA's geographic area. If TAs needed, LEA asks collaborative for most recent list of graduates. Often this LEA does not need to recruit as individuals apply to its central office; Another LEA gets many qualified TA applicants through newspaper advertisements; One LEA hires from substitute TA list and advertises in newspaper. They have essentially been in a hiring freeze and have not hired in 2 to 3 years; One LEA knows members of its small island community and personally recruit them; One advertises, calls applicants on file; <b>Collab</b> Word of mouth, contracts with other agencies. Another collaborative reports that the RIDE approved TA training program that they provide requires field-based experience in our programs. As a result, many newly trained TAs aspire to work for them and become substitute Teacher Assistants. Ongoing TA support with encouraged participation in PD seems to help in our retention of qualified TAs. This collaborative also offers very competitive salary and benefits to our employees.	NA in 2004-05	13	NA in 2004-05	3	NA in 2004-05	2	NA in 2004-05	4
We have problems recruiting qualified teacher assistants. Please explain. ( <u>Comment 2005: LEAs</u> One reports shortage; One reports pay scale. One LEA reports that recruitment for permanent and substitute TA's would be easier if applicants <u>with degrees</u> <i>did not</i> have to take an approved TA training course. ( <i>editor's note: but only if the degree and other training don't address the competencies in an approved TA training course</i> ))	NA in 2004-05	6	NA in 2004-05	1	NA in 2004-05	1	NA in 2004-05	
We have effective strategies for retaining qualified teacher assistants. <u>Comment 2005: LEAs</u> One provides a forum for the TA to learn how to participate as a member of the team through the district's Instructional TEAM model. The process begins with the TA and his/her teacher/teaching team and ends with performance evaluation; One reports TAs are very happy working in its schools. Once they begin working for us, they tend to stay for a long time; One LEA has limited winter employment opportunities. Working at the school is a good position; One LEA has excellent pay and benefits package for full time employees. <b>Collab</b> Recognizing their talents regularly	NA in 2004-05	10	NA in 2004-05	3	NA in 2004-05		NA in 2004-05	4

**TA RECRUITMENT, RETENTION AND SUBSTITUTE USE** cont'd

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
We have problems retaining qualified teacher assistants. <u>Comment 2005: LEAs</u> Due to few full time positions and the lack of benefits along with a lower than average pay scale, one LEA loses many TAs to other systems; One LEA Pay Scale	NA in 2004-05	3	NA in 2004-05	1	NA in 2004-05		NA in 2004-05	1
We have effective strategies for finding qualified substitute teacher assistants. (RIGL 16-11.2-6 requires that substitute TAs who substitute as a TA for more than twenty (20) days during any school year meet all pre-employment TA qualifications.) <u>Comment 2005: LEAs</u> One requires all substitute TAs to have met the pre-employment qualifications prior to substituting. By not being able to have hired new staff in the last few years, we have built up a substitute list.	NA in 2004-05	5	NA in 2004-05	1	NA in 2004-05	1	NA in 2004-05	0
We have problems retaining/finding substitute teacher assistants. <u>Comment 2005: LEAs</u> One LEA cites several reasons: that the cost involved in taking an approved TA training course, the Para Pro Assessment Test and the medical tests required to work for a school department cannot be justified by many. Applicants find the "substitute" hourly rate of pay is too low. There is no "guarantee" of obtaining a permanent position; The state requirement for an approved TA training course being needed even with a degree ( <i>editor's note: but only if the degree and other training don't address the competencies in an approved TA training course</i> ); Another LEA cites money paid subs; One LEA notes no effective strategies in place per se; however, consistency, continuity and retention are not issues; One LEA has limited substitutes and thus recently raised substitute pay from \$8 an hour to \$11.00 in hopes this will increase their pool; Three more cite pay scales; One reports that Day to Day subs are hard to find and keep. <u>Collab</u> One cites that no one is willing to do this, inappropriate for type of population; One cites that they do not have an adequate pool of TAs to tap into - are hiring "float" TA to be our in-house sub.	NA in 2004-05	12	NA in 2004-05	1	NA in 2004-05		NA in 2004-05	

**PLANS FOR ENSURING ALL INSTRUCTIONAL TAS ARE QUALIFIED BY 2006** (Both the U.S. Department of Education and RIDE will align monitoring and enforcement of the requirement for instructional TAs to be fully qualified with monitoring and enforcement of requirements for teachers to be fully qualified by the end of the 2005-06 school year.)

Policies and Practice Items	2004-05 LEA/36	2005-06 LEA/36	2004-05 Collab/4	2005-06 Collab/4	2004-05 SOP/5	2005-06 SOP/5	2004-05 Charter/6	2005-06 Charter/7
All of our teacher assistants are qualified NOW.	NA in 2004-05	6	NA in 2004-05	3	NA in 2004-05	4	NA in 2004-05	6
We have effective strategies in place to ensure that all instructional teacher assistants are qualified by the legal deadline. <u>Comment 2005:</u> <b>LEAs</b> One LEA cites 1 TA has not passed the exam with repeated tries. If they do not pass the ParaPro we will not be able to retain them and we will need to find one who is qualified; Another LEA reports very few of our TAs have yet to meet the qualifications and this LEA has had each of these employees submit their plan to become qualified to the HR office; One LEA cites only one TA is not fully qualified; One LEA cites 6 people - 2 are resigning and 4 are taking test this fall (05); One LEA has a TA who has not met highly qualified status. District has provided numerous supports to this individual, including looking at alternative methods of achieving status; One LEA reports principals and colleagues are helping TAs prepare for the ParaPro and getting them information on testing sites; One LEA reports only have seven not yet qualified. Five of them have taken the test but failed and the LEA has provided test prep workshops for people planning on taking the test.	NA in 2004-05	19	NA in 2004-05	1	NA in 2004-05	1	NA in 2004-05	1
<b>TOTAL Reporting all qualified and/or effective strategies in place</b>	NA in 2004-05	23	NA in 2004-05	3 (75%)	NA in 2004-05	5 (100%)	NA in 2004-05	6 (86%)
We anticipate problems ensuring that all instructional teacher assistants are qualified by the legal deadline. <u>Comment 2005:</u> <b>LEAs</b> One reports that some have taken the ParaPro test multiple times and have failed to pass despite taking classes in English and Math. They will be retaking the test in January 06. Others have decided to retire; One LEA reports some TAs are not willing to take the test and will need to be replaced by qualified TAs; One LEA reports 14 TAs are not highly qualified. Two of the fourteen have repeatedly failed the ParaPro test. 12 have made no attempt to take the test, which has been offered on numerous occasions; One LEA reports that despite providing training and disseminating information, many have chosen not to take the ParaPro. A couple plan on retiring; One LEA has 19 TAs lack a passing ParaPro assessment. To address that need, the District has scheduled another ParaPro course and test in December. There are a small number of current TAs	NA in 2004-05	7	NA in 2004-05		NA in 2004-05		NA in 2004-05	1

who, while having served as TAs for years, have not completed their required coursework or have submitted required documentation. It is expected that they will retire. District will then hire qualified TAs to replace them at end of 05-06.								
--	--	--	--	--	--	--	--	--